

WIOA SUBCOMMITTEE ON EDUCATION & CAREER PATHWAYS

THROUGH INTEGRATED SERVICE DELIVERY MODELS

MEETING MINUTES

Tuesday, June 9, 2015

1:00 p.m. – 4:00 p.m.

Office of Superintendent of Public Instruction

600 Washington St. SE

4th Floor Brouillet Conference Room Olympia

MEMBERS PRESENT

Co-Chairs

Beth Thew, Spokane Regional Labor Council, (Labor)

Alisha Benson, Greater Spokane Inc., Spokane STEM, (Business)

Membership

Agnes Balassa, Employment Security

Jim Kenney, Department of Social and Health Services

Lisa Vaughn, Department of Social and Health Services

Mark Adreon, Department of Services for the Blind

Marie Bruin, Workforce, State Board for Community & Technical Colleges (SBCTC)

Cindy Wilson, Basic Education for Adults (BEA); SBCTC

Mark Mattke, Workforce Development Council; Spokane

Other Interested Parties

Elizabeth Iaukea, Washington State Library

Danielle Wallace for Marlena Sessions, Seattle – King County Workforce Development Council (WDC)

Committee Staff

Nova Gattman, Workforce Board

Eric Wolf, Workforce Board

Amanda Dell, Workforce Board

Nanette Angel, SBCTC

CALL TO ORDER & WELCOME

Beth Thew and Alisha Benson, called the meeting to order at 9 a.m., welcomed those present, and asked for self-introductions.

Alisha restated the purpose of the committee to keep the discussion focused on its objective:

The purpose of the WIOA Implementation Subcommittee on Education and Career Pathways through integrated Service Delivery Models (the “subcommittee”) is to develop the plan to “help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations,” as directed by Governor Jay Inslee.

Furthering the focus with a reminder for the subcommittee members to:

- Be open minded and think out of the box when it comes to recommendations.
- Think about what works and what doesn’t work in current programs.
- Identify road blocks and hurdles that exist for the Workforce system customers (employers and job seekers).
- Highlight areas of efficiency and emerging best practices from the committee members experience and how we can bring them to scale statewide.
- Be cognizant of how best practices will work with the transition from WIA to WIOA.

TASK FORCE UPDATES

Task Force on Accessibility and Technology

Lead - Mark Adreon, Department of Services for the Blind

Mark Adreon said that their next meeting is Thursday and that they plan to discuss a paperless “one-stop” and how the virtual support technology can be user friendly for mobile devices. They also will cover the topic of accessibility to the system for all populations, especially those with barriers in the ability to access services.

Another matter they plan to discuss is the recommendation to require an Accessibility Advisory Committee to help remove barriers along the way and cause change in the system towards the success of the program.

Task Force on Professional Development

Lead - Cindy Wilson, State Board for Community and Technical Colleges

One of the things that the task force discussed was the need to bring all management staff up to speed and to take a look at the frontline staff and what their needs are for the “one-stops”. They also put in a request to be added to the budget so that they have the money they need.

In response to a question sparked by Beth Thew, Cindy explained that as policies are being created, there would be voices at the table that will be able to give feedback on relevant policy processes and how it would impact the frontline. With this being said, she mentioned that they still don’t have representation from labor (a strong client) and she asked the committee if anyone had a lead for a labor representative to pass it on to her.

THE “WHAT” AND “HOW” OF INTEGRATED SERVICE DELIVERY

Defining “Integrated Service Delivery” and its Opportunities and Challenges

Agnes Balassa, Employment Security

Draft Definition of Integrated Service Delivery

(Still being revised)

The delivery of one-stop workforce services in a manner that aligns all the resources of participating partners to seamlessly address the training and employment needs of system customers - job seekers and businesses. Integrated service delivery is intended to reduce duplication and administrative burdens in order to provide a better match between job seekers and employees by better screening, assessment, skill development, and skill certification opportunities related to the need of employers and economies. The goal is more people getting jobs, keeping jobs and getting better wages.

The components to integrated service delivery include:

- *Co-enrollment of job seeker participants into a common pool*
- *Organizing staffing and services around functions rather than programs or agencies*
- *Meeting a common set of outcome measures*
- *Providing a robust menu of services*
- *Using customer input (job seeker and business) to continuously improve services*

Agnes Balassa introduced a specific approach for integrated services within the WorkSource system that's being looked at by a group of eight local workforce areas, Employment Security, and the task force team. Their purpose was to specifically look at what that might look like for the key foundation programs:

- WIOA
- Title 1
- Dislocated Worker
- Wagner-Peyser

In addition to:

- Trade Act
- Veterans Services
- WorkFirst

She mentioned that the initial conversation was to talk about the technicalities of what it would take to deal with the co-enrollment issues between Wagner-Peyser and WIOA, Title 1. The intent, once they get through the phase, would be to follow-up the conversation by discussing which other partner programs would potentially be interested in joining the journey.

Agnes stated that many programs can fall under and be counted within the Wagner-Peyser enrollment "universe". With that in mind, the group started by looking at the broadest program with the simplest level of enrollments that is designed to serve the most people. They need to figure out how to integrate other sets of programs, eliminating some of the administrative barriers. She explained that the whole point of integrated service delivery is to eliminate barriers that would take staff time away from customers in order to assure that more time is spent addressing customer needs and services.

By early August, the group would like to present a model to program partners and ask what it would take to make something like this work for them. She also revealed that this workgroup may need to come before the Pathways Subcommittee with:

- Policy questions.
- How does it fit into the career pathways approach?
- How does it fit into the service delivery mix?
- How to ensure the ability to assist more people with limited resources as effectively as possible without losing some of the more vulnerable participants?

There are a handful of states that are looking into this approach, so there is information on policies and program manuals from those states that are available to help avoid reinventing. States that have gone to this model have found:

- Mantra of “All means all” – All jobseekers are all of our responsibility – every job seeker that comes through the door should be able to find help regardless of what program they are eligible for.
- Working within a larger pool, performance numbers typically go down due to the number of people being served.
- Retention and wages tend to go up – More people are getting into a job which brings the ratio down; due to the larger pool that is being served.

Eric Wolf closed the conversation by highlighting a couple of the big issues that they are looking at. He pointed out that “one-stop” staff won’t be working on one specific program, but will need to be in teams. A few mentioned:

- Intake
- Skill development
- Mentoring and outreach (long term support services)

Staff on these teams will probably consist of individuals from several different agencies. There may be an issue where someone from a different agency would have supervisory control over people employed by different state agencies. Administrative difficulties like this are ones that they hope to address over the next few months.

In addition, research shows that customer service is an important component. If a customer has a good experience then they will be more likely to return in the future. A system needs to be designed to give quality service in one place for all of their needs with a heavy focus on determining eligibility up front.

DRAFT RECOMMENDATIONS FOR ENGAGING EMPLOYERS IN CAREER PATHWAYS

Learn the language of business and their needs.

- Research the needs of local employers with respect to hiring needs and skills gaps.
- Identify potential partners based on industry needs and standing employer relationships through existing contacts including: local Chambers, nonprofits and trade associations, local workforce investment boards, or other partner agencies.
- Gauge the willingness of employers who need to address skill deficiencies to enter partnerships with adult education programs.

- Translate into consistent terms.

*Above section tabled for discussion within other committees that can better assess this subject

Reach out to champion businesses where there is potential for partnering.

- Engage individuals passionate about education with the corporate authority to commit company resources to the partnership.
- Build on existing relationships and establish parameters for the partnership that will enable the group to accomplish mutual goals.
- Schedule an initial meeting of employers interested in pursuing a partnership. Bring preliminary research data or industry analyses to the meeting to demonstrate your understanding of and commitment to addressing the hiring needs of your potential new business partner(s).

Engage employers in program design, curriculum development, and work-based learning.

- Select a career pathway for program development based on market demands.
- Ask employers to identify basic skill requirements, technical/occupational skill requirements, and soft skill/employability competencies of entry-level and incumbent workers in the chosen pathway(s).
- Educate employers on the SBCTC Customized Training and Job Skills programs.
- Work alongside employers to review and align existing or develop new curriculum that meets national/state standards to support local job market needs.
- Request authentic workplace materials, scenarios, and examples from employers to assist in contextualizing the instruction.
- Ask employers to identify the credentials they value for occupations in the chosen pathway(s).
- Ask employers to provide work-based learning experiences for adult learners (e.g., job shadowing, internships).

Invite feedback and other support as the program develops.

- Enlist employer partners to participate in the job placement process (e.g., conducting mock and actual interviews, hiring graduates, assisting with job placement at other businesses).
- Ask employers to provide feedback about the success of program participants once they are hired.
- Establish a program revision/evaluation schedule to ensure program content continues to be responsive to changes in the industry.
- Approach employers about providing funding, equipment, or other resources to help reduce barriers to student persistence and completion.

Maintain regular communications.

- Keep employer partners informed about the development of new curricula and program design.

- Promptly respond to correspondences from employer partners and follow through on action items agreed upon by the partnership.
- Recognize employers for their input, support, and guidance as the program matures.
- Collect data to ensure all parties' needs are being met.

Employer engagement facilitated by adult educators can strengthen and expand ACP programs that will enable adult learners, local companies and, ultimately, communities, to prosper.

Eric will put together a final draft with the committees' comments and send it out to everyone.

FOLLOW-UP ON SUBCOMMITTEE RECOMMENDATIONS

- **System wide standard definition for the Career Pathways concept** – The Workforce Board has agreed upon the definition with one amendment on the work experience element.
- **Adult/Dislocated Workers Transfer Flexibility Policy** – It was decided that they step back for a year and see how everything plays out with WIOA before determining the transfer policy.

PREVIEWING YOUTH SERVICES ISSUES MEETING – JUNE 29, 2015 | SBCTC | Olympia

Dawn Karber and Jessica Cato from the Spokane Workforce Development Council have been working with Eric to develop an agenda that covers several of the issues that have come up.

General meeting topics:

- Definition for Out of School Youth.
- Best practices for meeting the 75% threshold and the possibility of dialing that back slightly for the first year to allow time for adjusting to the 75% in the future.
- General strategies for connecting youth to work-based opportunities.
- Address strategies specifically for youth with disabilities.

NEXT STEPS

During the next meeting:

- Task force reports including the progress towards the Accessibility Advisory Committee.
- Report out from the Youth Services group on their June 29th meeting.

- Close the loop on the employer engagement topic.
- Sector strategies discussion

ADJOURNMENT

The next meeting will be Monday, July 13, 2015

2:00 p.m. – 4 p.m. State Board for Community & Technical Colleges

1300 Quince St SE, 1st Floor Bonanza Room, Olympia

Call-in number: (866) 339-6644 | Meeting Code: *9563025*

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Minutes prepared by Nanette Angel